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ABSTRACT

This paper describes current, official, statewide policy toward Illinois' 125 private colleges and universities. An opening section describes the historical development of higher education policy in the state since 1945. The next section summarizes the major current board of education policies in regulation, planning, student financial aid, institutional aid, and categorical assistance. The following section discusses in detail the role and contributions of private institutions in Illinois in meeting instructional needs, assisting economic development, and contributing to statewide educational priorities. Revenue and expenditure trends are considered in the following section. A subsequent section looks at state support for nonpublic higher education through Illinois Student Assistance Commission Programs, the Illinois Financial Assistance Act, and Board of Higher Education Categorical Grant Programs in engineering, health services education, Cooperation Act grants, cooperative work study, science and technology, and repair and renovation. Next the paper discusses how the Illinois Board of Education's "PQP" (Priorities, Quality, Productivity) statewide initiative to enhance quality, increase institutional productivity and focus resources on highest priority educational objectives. The PQP issues that concern private institutions are similar to those concerning public colleges and universities. A final section announces that the Board will soon address PQP issues for private colleges and continue to work on issues discussed in this document. Appended are 18 tables. (JB)

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ED 370 475

Item #5A
May 4, 1993

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BOARD OF HIGHER EDUCATION

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STATEWIDE HIGHER EDUCATION POLICIES AND PRIORITIES FOR ILLINOIS PRIVATE COLLEGES AND UNIVERSITIES

A Historical Perspective

Current state policy toward private higher education finds its roots in the 1945 *Report of the Commission to Survey Higher Education Facilities in Illinois* and its statement that the state should recognize and protect the diversity of higher education in Illinois and more fully consult and consider the potential contributions of private institutions when determining higher education policy. The 1945 Commission believed that "Illinois will have a relatively stable population for the next few decades and that thereafter it will slowly decline". This prediction proved incorrect, however, and by the 1960s Illinois experienced an unprecedented growth in student demand which had implications for private higher education, then the largest sector enrolling about 45 percent of Illinois' college and university students.

The first *Master Plan for Higher Education in Illinois*, issued by the Illinois Board of Higher Education in July 1964, recognized the need to "preserve and enhance" diversity in Illinois' higher education system. However, the Board of Higher Education also believed that additional capacity would have to come mainly from public sector expansion. The 1966 *Master Plan for Higher Education, Phase II--Extending Educational Opportunity* enumerated factors that would limit the ability of private institutions to absorb the increasing number of Illinois high school graduates such as the religious affiliations of many institutions, higher tuition rates, out-of-state admissions, and the desire of some institutions to limit enrollments to maintain their distinctive character. Consistent with this philosophy, the 1966 Master Plan proposed a number of recommendations to expand public higher education capacity. These far-reaching proposals eventually led to the creation of the Illinois Community College System and the building of Sangamon State University and Governors State University. Public higher education capacity also increased through the establishment of medical and dental colleges at Southern Illinois University and the University of Illinois's creation of regional medical colleges in Rockford, Peoria, and Urbana/Champaign.

Notwithstanding major initiatives in public higher education, the presence of a large and vigorous private education sector shaped the configuration of higher education institutions that emerged in Illinois. The new public institutions founded by the state were commuter institutions, not residential institutions like many private colleges and universities. Also, the Board's plans were developed with the intention of strengthening the role of the private sector. This approach was intended to maintain diversity while also reducing public costs by moderating demand for new public higher education facilities and their accompanying increases in operating budgets.

To make better use of private institutional resources and facilitate growth in private sector capacity, the state initiated a variety of new policies beginning in the late 1960s. At this time, there was intense examination and discussion among private and public higher education officials, state elected representatives, and other interested individuals about these issues. The major initiative that was developed centered on student financial aid and the principle of awarding tuition grants to needy students to help them choose a public or private institution best suited to their academic and professional interests. The existing state scholarship program was criticized by the Board of Higher Education's 1966 Master Plan since it failed "to extend educational opportunity to many students who could not otherwise have received financial aid and has little effect on the capacity of institutions to

HE 027 435

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accommodate larger number of students". In 1968, the state established the Monetary Award Program (MAP), a need-based program that more fully addressed the dual objectives of enhancing access and choice, thereby making it easier for needy students to attend private institutions. In fiscal year 1992, students attending private colleges and universities received $95 million of the $183 million expended under MAP. This Illinois program is now the second largest program of its kind in the United States.

In addition to expanding student financial aid, the state also adopted policies that directly aided private education. As expressed in the 1971 *Master Plan for Higher Education, Phase III--An Integrated System*, "it would be in the best interest of the higher education community, and consequently, the general welfare of the State, if full use were to be made of the existing but unused capacity in the private sector." In 1971, the Financial Assistance Act was enacted to provide financial assistance to private, nonprofit institutions based on their per capita resident undergraduate enrollments. This program instituted the principal recommendation of the 1969 Commission to Study Non-Public Higher Education, also known as the McConnell Commission, which had concluded that private colleges and universities were in a "serious financial situation" and that assistance was "imperative" if the "quality and of higher education in Illinois is to be maintained". The funding allocated to private institutions under the Financial Assistance Act, however, was much lower than the amount recommended by the McConnell Commission.

During the 1970s and 1980s, the state also created a number of programs that provided assistance to private higher education. These included: the Health Services Education Act (HSEGA) in 1970; the Higher Education Cooperation Act (HECA) in 1972; the Engineering Grant Program in 1983; the Consortium for Educational Opportunity Program in 1986; and the Illinois Cooperative Work Study Program in 1991. The increasing number of categorical programs serving higher education reflected the end of an era of facility expansion and the beginning of a period that targeted policy to specific program needs. Some programs such as HSEGA allocated funds only to private institutions. Other programs, for example the Higher Education Cooperation Act, whose scope and funding expanded in the mid-1980s, were open to both public and private colleges and universities.

Throughout its history, the Board of Higher Education has sought to involve the faculty, staff, and leaders of the private sector in state policy deliberations. The master plans written during the 1960s and 1970s had private institution representation on both their advisory and study committees. In subsequent years, private institutions have been represented on special, statewide committees and on the Board of Higher Education's four advisory committees for faculty, students, proprietary institutions, and nonprofit institutions. Also, private institutions have been consulted through other channels of communication such as the public/private leadership council. According to a 1990 task force of the Education Commission of the States that examined the role of private higher education throughout the United States, Illinois is one of seven states that recognize private higher education "as integral to the state's higher education system". The task force report describes policy toward private higher education in these seven states as follows:

> "First, all make extensive use of grants to and/or contracts with private institutions for special state priorities. Second, all but one of these states have a program of general institutional aid. And third, in most cases, the state plays an active role through regulation, in issues of quality control and in curbing mission overlap and program duplication between the public and private sectors".

Board of Higher Education Policies

The *Master Plan for Illinois Higher Education, 1991* recognizes the nonpublic sector as an "important component of higher education in Illinois". The plan states "efforts to distinguish sharply between public and nonpublic institutions founder on their similarities. Both sectors provide

educational services to the public, both sectors are subsidized by government, both sectors exercise academic freedom and substantial autonomy, and both sectors are held accountable by lay governing boards. The only difference that occurs uniformly is that the authority for governing nonpublic institutions is vested in nonpublic boards, while public institutions are governed by elected boards or boards appointed by elected officials".

Summarized below are the major policies of the Board of Higher Education that concern private higher education.

Regulation. The Board of Higher Education has responsibility for granting operating authority to all new institutions and out-of-state institutions in Illinois, an authority that was transferred to the Board of Higher Education from the State Board of Education in 1979. Administrative rules define the criteria by which the Board of Higher Education grants authority to operate, such as the appropriateness of the curriculum, faculty, staff, facilities, and equipment to the objectives of the institution, as well as the adequacy of institutional finances, records, and advertising practices. The Board of Higher Education can revoke an institution's authority to operate, if the institution later fails to meet the standards in its proposal.

According to Illinois statute, the Board of Higher Education must review and approve all new programs at private institutions founded after August 22, 1961. Institutions established before 1961 were "grandfathered", and do not require Board approval to start a new on-campus program. The purpose of Board review is consumer protection, that is, to assure that programs provide acceptable quality and services to Illinois residents. Administrative rules require that a program's curriculum be consistent with the stated degree objective and that the space, staff, equipment, and facilities enable the student to receive an education consistent with the objectives of the program. The Board's authority does not encompass review of program need.

Planning. State statute directs the Board of Higher Education to include within its purview private institutions of higher education: "In the formulation of a master plan of higher education and in the discharge of its duties under this Act, the Board shall give consideration to the problems and attitudes of private junior colleges, private colleges and universities, and of other educational groups, instrumentalities and institutions, and to specialized areas of education, as they relate to the overall policies and problems of higher education". The objective of this statutory directive is reflected in the *Master Plan for Illinois Higher Education, 1991* which states that "the integration of higher education in Illinois is accomplished through the involvement of both the public and the nonpublic sectors in statewide planning and coordination".

Student Financial Aid. Protecting access and choice are fundamental goals of the Board of Higher Education. The state's Monetary Award Program (MAP), administered by the Illinois Student Assistance Commission, provides choice through need-based awards to students attending public and nonprofit private institutions. MAP only funds tuition and fees charges. The MAP maximum award, established by state statute, is $3,500 for fiscal year 1993. However, Board of Higher Education policy is that the maximum award should be equal to 65 percent of mean weighted nonpublic institution tuition and fees ($6,200 in 1992). Also, Board of Higher Education policy advocates extending MAP eligibility to students that attend proprietary institutions granting higher education certificates and degrees.

Institutional Aid. The Financial Assistance Act provides unrestricted funds to private nonprofit Illinois institutions based on the number of full-time-equivalent Illinois undergraduates enrolled at the institution. The *Master Plan for Illinois Higher Education, 1991* states that "the Financial Assistance Act should continue to be used to aid nonpublic colleges and universities in efforts to offset rising student costs and to provide nonpublic colleges and universities with additional

flexibility to meet the needs of special groups of students through institutional aid programs".

Categorical Assistance. A number of categorical programs, most of which are administered by the Board of Higher Education, allocate funds to private colleges and universities. The Health Services Education Grants Act awards grants to private institutions for health professions training. For fiscal year 1993, eligible HSEGA programs include medical, dental, optometric, podiatric, pharmacy, allied health, and nursing education programs. Another health professions program, the Medical Scholarship Program administered by the Illinois Department of Public Health, awards scholarships to Illinois residents who attend Illinois medical schools and who agree to practice in medically underserved areas.

The Engineering Equipment Grant Program awards funds for purchase of state-of-the-art equipment to private and public institutions that have accredited engineering programs. The Higher Education Cooperation Act supports cooperative projects for higher education institutions in the following categories: minority educational achievement, minority articulation programs, library resource sharing, economic development, and interinstitutional grants. Private institutions also receive funds under the Illinois Cooperative Work Study Program and the Consortium for Education Opportunity Act, the latter program awarding financial assistance to minority graduate students. Finally, the Board of Higher Education funds projects to improve elementary and secondary teacher education under the federal Dwight D. Eisenhower Mathematics and Science Education Grant Program.

Role and Contribution of Private Colleges and Universities in the State of Illinois

Private colleges and universities have enjoyed a distinguished history in Illinois higher education. Shurtleff College, the first institution of higher education in Illinois, was founded in 1827, nine years after Illinois statehood. When the University of Illinois at Urbana/Champaign was established in 1867, 47 private institutions of higher learning already existed in Illinois. Indeed, the prestige and influence of these private institutions was such that state officials gave serious consideration to awarding them the new federal land grant monies appropriated under the Morrill Act rather than using these funds for the creation of a public institution. In 1991, there were 187 institutions of higher education in Illinois consisting of 12 state universities, 50 community colleges, and 125 private institutions. As shown in Table 1, the private higher education sector includes 103 nonprofit institutions, as well as 22 proprietary schools that offer higher education degree programs.

Illinois has a vigorous private higher education sector in comparison with most other states. Table 2 shows that private institutions comprise 65 percent of all higher education institutions in Illinois, and that Illinois has a greater percentage of private institutions than most other states. While Illinois private colleges and universities have only about one-quarter of the state's higher education enrollment--reflecting the large number of students in Illinois that attend community colleges--about 45 percent of the state's four-year institutional enrollment is at private colleges and universities. Illinois ranks behind Massachusetts, New York, Pennsylvania, and Connecticut in the private percentage of four-year institutional enrollment.

Meeting Instructional Needs

Private colleges and universities in Illinois offer a wide range of instructional programs and educational opportunities for Illinois residents. The scope of instructional offerings display considerable diversity in tradition, mission, and size. Many of these institutions were founded in the 19th century by religious denominations. Others were established to meet specific professional or occupational training objectives. Over the years, many private colleges have modified their original mission and expanded the breadth of their baccalaureate and graduate degree programs.

A total of 54, or 43 percent, of private institutions in the state are "multiple purpose institutions" that offer degree programs in numerous academic disciplines. Table 3 shows that multiple purpose institutions enrolled 101,201 of the 124,984 undergraduate students and 42,299 of the 60,698 graduate/professional students that attended private higher education institutions in fall 1991. Small liberal arts colleges comprise the majority of multiple purpose institutions, although they also include large, comprehensive universities and research universities. In addition to multiple purpose institutions, a total of 71 private institutions offer instruction in one field or a group of closely allied fields. As shown in Table 3, most of these are small institutions that specialize in one of five discipline areas: fine arts, health, religion, business/law, and technology. As a group, these institutions offer academic instruction from a one-year certificate to doctoral and professional degrees. Many individual institutions, however, concentrate their academic programs at a specific level such as institutions offering a law degree or a diplomate in nursing.

Besides diversity in mission, instructional scope, and institutional size, private colleges and universities also enhance educational opportunities and student choice in their geographical location throughout the state. Private institutions such as Bradley University in Peoria, Augustana College in the Quad Cities, Milliken University in Decatur, and Rockford College provide educational access to the four metropolitan regions of Illinois without a state university. Forty-four private institutions serve the collar counties of Chicago, a region with 2.2 million people and one state university, Governors State University, that is located in the south suburbs. In rural areas, private institutions present educational as well as cultural opportunities for local residents.

The importance of private colleges and universities to Illinois higher education is seen in the number of students that these institutions enroll and the number of degrees that they award annually. Figure A and Figure B show that in fall 1991 private institutions enrolled 124,984 undergraduates and 60,698 graduate and professional students. While private colleges and universities enroll about 25 percent of all undergraduates in the state, they have more than a majority of the state's graduate and professional students. As shown in Figures C to F, in fiscal year 1991, students attending private institutions received 42 percent of baccalaureate degrees, 56 percent of master's degrees, 49 percent of doctoral degrees, and 75 percent of first professional degrees awarded in Illinois. Students attending private institutions received a smaller percentage of all certificates (15 percent) and associate degrees (11 percent).

Assisting Economic Development

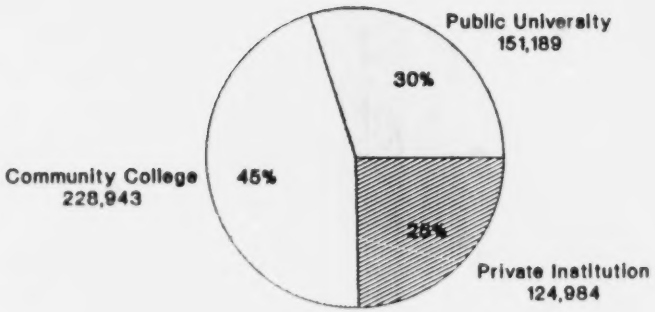
The instructional programs and resources of the colleges and universities in Illinois directly contribute to the state's economic development. Private colleges and universities supply a considerable portion of the college educated labor pool in Illinois, as shown in the number of degrees awarded by these institutions. Private institutions also offer educational opportunities in science, engineering, and mathematics--disciplines that require a large resource investment and are widely viewed as critical for future economic development.

Figures G to J indicate that in fiscal year 1991 students attending private institutions received about 40 percent of the Ph.D. degrees awarded in the state in the disciplines of physical and biological sciences, engineering, and mathematics and computer science. Figures K to N also indicate that private institutions account for a large proportion of the degrees awarded in a number of key professional fields. For example, in fiscal year 1991, students attending private institutions received 79 percent of the law degrees, 64 percent of the first professional degrees in medicine, and 55 percent of the first professional degrees in dentistry awarded by Illinois institutions of higher education.

Research at higher education institutions also has a significant impact upon economic development. Throughout the United States and Illinois, some of the fastest growing industries such as bioengineering, medicine, pharmacy, electronics, and new materials have developed from advances in university research and the transfer of research discoveries to product development and production.

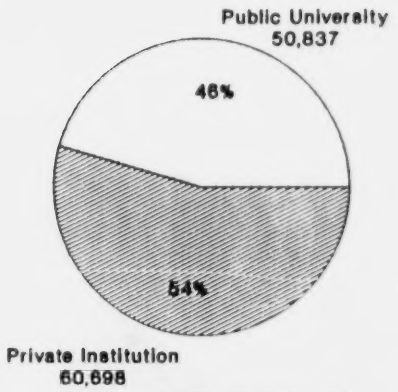
Higher Education Enrollment in Illinois, By Sector
Fall 1991

Figure A



Undergraduate

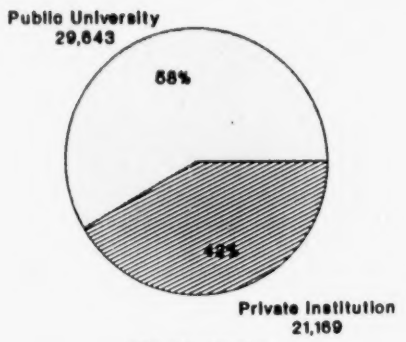
Figure B



Graduate/Professional

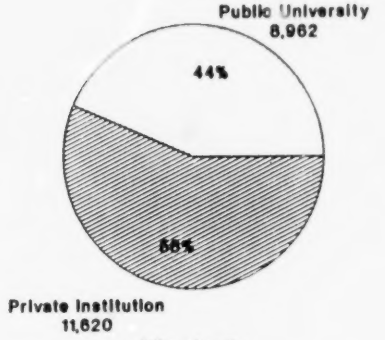
Higher Education Degrees, By Sector, FY1991

Figure C



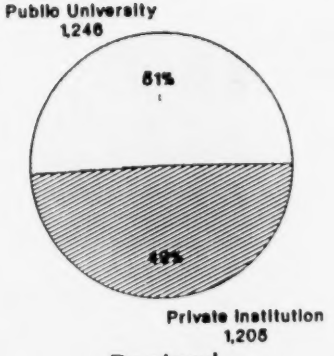
Bachelor's

Figure D



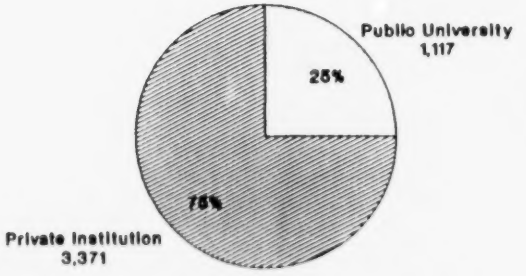
Master's

Figure E



Doctoral

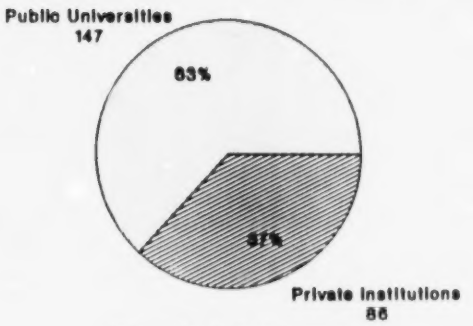
Figure F



First Professional

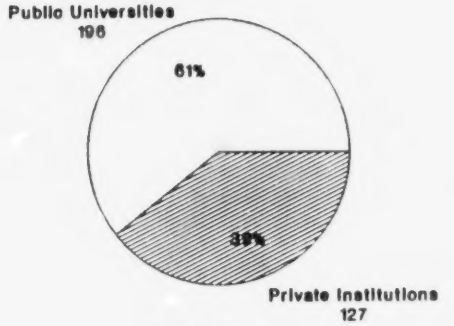
Ph.D.'s in Math, Science, & Engineering, By Sector, FY1991

Figure G



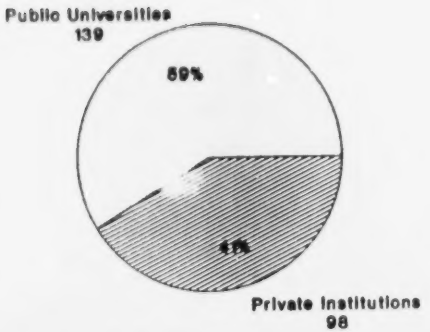
Physical Sciences

Figure H



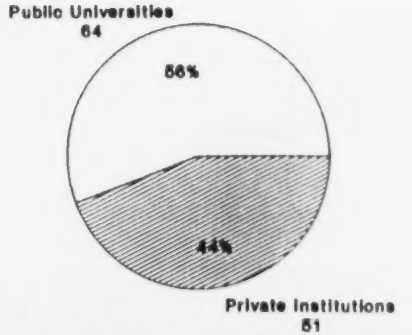
Engineering

Figure I



Biological Sciences

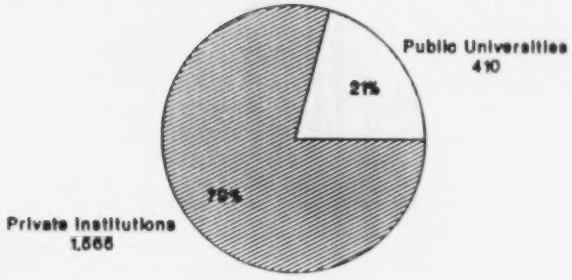
Figure J



Math/Computer Science

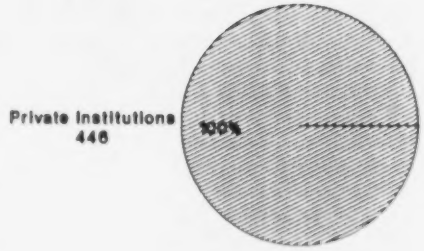
Select First Professional Degrees, By Sector, FY1991

Figure K



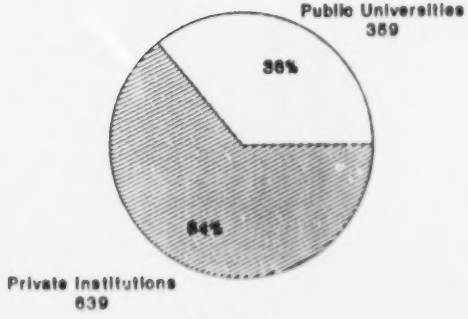
Law

Figure L



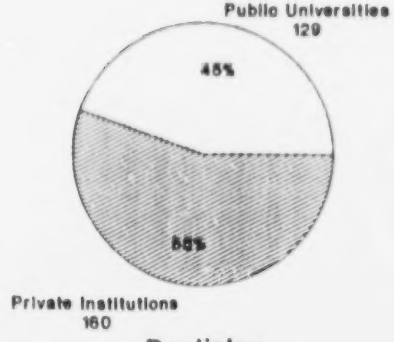
Theology

Figure M



Medicine

Figure N



Dentistry

Private universities in Illinois have extensive research programs in a wide variety of fields that complement the broad range of industrial and agriculturally related businesses in the state.

The most recent information on federal expenditures for research and development for fiscal year 1990 indicate Illinois has four institutions that rank among the top 100 universities: the University of Illinois at Urbana/Champaign ($100 million), The University of Chicago ($88 million), Northwestern University ($61 million), and the University of Illinois at Chicago ($42 million). The Illinois Institute of Technology Research Institute, an independent nonprofit corporation, also received $62 million in fiscal year 1990 in federal research and development funds. As indicated in Table 4, private universities comprised five of the research universities in Illinois that received the most federal research and development funds. Also, the University of Chicago operates Argonne National Laboratory, a federally funded center for energy research, and the university participates with other institutions across the country in research at Fermi Laboratory in Batavia, a federally funded center for the study of high energy physics.

Finally, private institutions are themselves a part of the state's economy and as such influence local, regional, and statewide economic activity. In fiscal year 1991, the expenditures of private, nonprofit institutions in Illinois totaled more than $4 billion. These institutions bring in funds to the state through the money expended by out-of-state students and by federal and private grants and contributions. Because institutions of higher education are labor intensive, a preponderance of budgetary expenditures are for employee salaries. These salary dollars flow into the economy in the form of consumer goods purchases, personal savings, and investments, and contribute, directly and indirectly, to municipal and state taxes.

Contributing to Statewide Educational Priorities

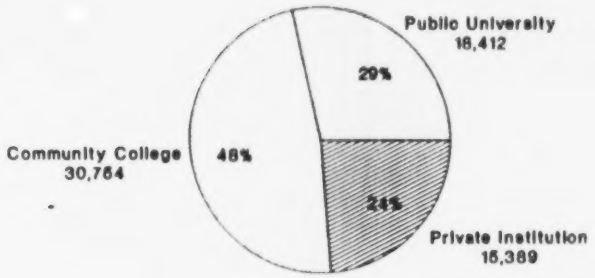
The instructional programs and resources of private colleges and universities in the state also can be examined in relation to how they contribute to realizing statewide educational objectives such as increasing minority representation, meeting the needs of educationally underserved areas, and improving undergraduate education.

Minority Representation. One of the challenges facing the state of Illinois is to increase the number of minority students, particularly Black and Hispanic students, that enter and graduate from institutions of higher education. Illinois private colleges and universities enroll a significant proportion of Black and Hispanic students, in part because many private institutions are located in areas of high minority population such as the city of Chicago. As shown in Figures O to R, in fall 1991 private institutions enrolled 15,389, or 24 percent, of all Black undergraduate students and 3,386, or 46 percent, of all Black graduate/professional students attending Illinois higher education institutions. Private institutions enrolled 8,712, or 34 percent, of all Hispanic students, and 1,403, or 55 percent, of all Hispanic graduate/professional students. As shown in Table 5 and Table 6, six private institutions in fall 1991 had a Black enrollment that exceeded 1,000 students, and two private institutions had a Hispanic enrollment that exceeded 1,000 students. Roosevelt University had the largest Black enrollment, and St. Augustine College had the largest Hispanic enrollment of all private institutions in the state.

The Board of Higher Education allocates HECA funds for cooperative projects to help improve minority representation and academic achievement at public and private colleges and universities. In fiscal year 1993, private institutions participated in 19 of 38 HECA minority educational achievement projects. These projects were in areas of the state and included targeted efforts to assist various ethnic populations such as the Hispanic Women's Leadership Development Project, cosponsored by DePaul University, Loyola University of Chicago and Saint Xavier University, and Role Models are Real People, cosponsored by Native American Educational Services College and Harry S Truman College of the City Colleges of Chicago. A total of 13 private institutions also received funds to

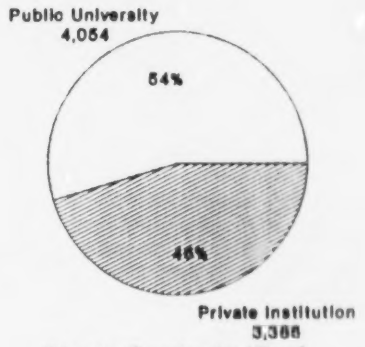
Black and Hispanic Enrollment, By Sector, Fall 1991

Figure O



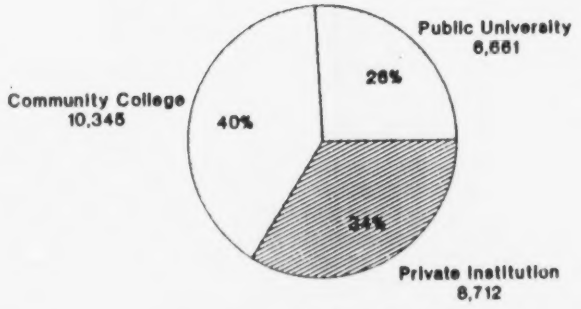
Black Undergraduates

Figure P



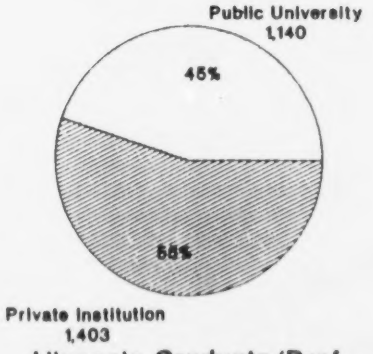
Black Graduate/Prof.

Figure Q



Hispanic Undergraduate

Figure R



Hispanic Graduate/Prof.

establish centers and articulation projects to help increase the number of minority students that transfer from community colleges to four-year institutions.

Underserved Areas. One of the concerns of the Illinois Board of Higher Education has been to help meet the educational needs of Illinois residents located in areas of the state without access to higher education programming. These residents are often "nontraditional students" who are placebound because they have family or job responsibilities that limit their opportunities to pursue an education. Many seek specific coursework, such as in graduate education or continuing professional education, that is unavailable at local institutions.

In the last decade, m private institutions have developed and offered more programs to students residing in under ed areas of Illinois. As part of this effort, a number of private institutions such as Roosevelt University, DePaul University, and Illinois Institute of Technology also have established centers in the Chicago suburbs, a region of the state where residents seek upper-division undergraduate and graduate programs, particularly in science, mathematics, and technology disciplines. The results of a 1990 survey of off-campus courses, conducted by the Board of Higher Education and shown in Table 7, indicated that private colleges and universities were some of the most active institutions offering off-campus coursework. Table 8 shows that private institutions were particularly active in business and management. Private institutions offered a significant percentage of all off-campus courses in mathematics and engineering, and a smaller proportion in the life and physical sciences.

For more than a decade, the Illinois Board of High Education has funded a variety of mechanisms, such as centers, consortia, and special purpose programs, to encourage public and private institutions to expand instructional offerings in underserved areas. Regional centers, such as the Quad-Cities Graduate Study Center, facilitate the delivery of coursework to local residents. In the Peoria area, a region that does not have a public university, the Board has supported a special program administered by Bradley University in cooperation with Illinois Central College, that serves part-time placebound students enrolled in select upper-division and masters programs. Eligible students are charged a rate of tuition equal to upper-division rates at public universities. The remaining instructional costs are funded by Bradley University and the Board of Higher Education through HECA.

In 1991, the Illinois Board of Higher Education established the Committee to Study Underserved Areas to examine the needs of areas of the state with limited access to higher education. The Committee's report emphasized that serving these regions "will require the joint and coordinated efforts of both public and private institutions" whose cooperation would help to identify high priority educational needs and to eliminate unnecessary duplication of educational resources. To accomplish these objectives, the Committee recommended establishing regional consortia in which institutions offering significant on-campus and off-campus programming would participate in coordinating program development and delivery.

Public and private institutions have now established nine regional consortia throughout Illinois. For fiscal year 1993, the Board of Higher Education has allocated HECA funding to six consortia. These funds support activities such as: identification of program needs; curriculum articulation and course development; planning for research sharing including facilities, library resources, and staff; creation of data resource banks; establishment of regional, instructional telecommunications systems; and development of cooperative programs with local corporations and businesses. Some consortia such as th North Subu an Higher Education Regional Consortium (composed of Northeastern l nois Un rsity, Barat llege, College of Lake County, DePaul University, William Rainey Harper ollege, Oa ton Commu v College, and Roosevelt University) already have undertaken a number of cooperati activities. F example, the North Suburban Consortium has published three editions of a joint cl schedule l g the regional course offerings of 25 education institutions. Also, this consortium is now offerin joint degree program in social science.

Undergraduate Education. In Illinois, as well as throughout the United States, improving the quality of undergraduate education has occupied one of the top places on the higher education agenda since the mid-1980s, and reflects one of a variety of societal responses to increasing international competition and the evolution of an economic system more deeply rooted in technology and the educational sophistication of the workforce. To address qualitative issues in undergraduate education, the Illinois Board of Higher Education established in 1985 the Committee on the Study of Undergraduate Education. This committee has issued a number of reports and recommendations centered around four topics: student preparation, access, and retention; student achievement, scholarship, and general education; transfer and articulation; and faculty and excellence in teaching.

In recent years, colleges and universities in Illinois have made a wide variety of improvements in their undergraduate programs. Many of the changes were detailed in three reports issued by the Board of Higher Education in 1992--*Undergraduate Education: Teaching and Learning* (January, 1992), *Undergraduate Education: Access and Preparation* (March, 1992), and *Undergraduate Education: Transfer and Articulation* (May, 1992). Institutional improvements described in these reports include changes in general education requirements; actions taken to strengthen graduation requirements and assist students in meeting these requirements; improvements in student assessment; and cooperative efforts among community colleges and four-year institutions to facilitate student transfer. Many colleges and universities also have established programs with elementary, middle, and high schools to strengthen the academic preparation of students at the precollegiate level and ultimately increase the number of students able to successfully complete a college degree. Private college and university representatives contributed to the development of these policy initiatives and are actively involved in their implementation.

The instruction offered by private institutions has considerable significance for the quality of undergraduate education received by residents of the state. As shown in Figure C, 42 percent of all baccalaureate degrees in Illinois are awarded by private colleges and universities. Also, many private institutions, in particular, liberal arts colleges, concentrate almost entirely on undergraduate instruction; that is, these institutions have few graduate programs and faculty spend a smaller proportion of their time in research and public service than do faculty at other types of institutions. For example, in a recent survey conducted by the Carnegie Foundation for the Advancement of Teaching, 84 percent of faculty at liberal arts institutions said that their interests were "very heavily in teaching or leaning toward teaching" compared with 36 percent of faculty at research universities, 57 percent of faculty at doctorate-granting universities, and 78 percent of faculty at comprehensive universities. Because of the size and the mission of liberal arts institutions, they also periodically reform and restructure their undergraduate curriculum and extracurriculum and, thereby, influence directions in undergraduate education on a state and national basis.

Revenue and Expenditure Trends

Previous reports presented to the Board's Committee of the Whole considered P•Q•P objectives as they apply to the public sector and provided a detailed analysis of expenditures as they related to the allocation of resources to priority programs. This analysis was made possible, in large part, because of detailed spending data available from the Board's Resource Allocation Management Program (RAMP) and various unit cost studies. Nonpublic higher education institutions in Illinois do not report RAMP or unit cost data and, therefore, a comparable analysis using these sources is not possible.

All colleges and universities, however, participate in the federal government's Integrated Postsecondary Education Data Systems (IPEDS) surveys. In its role as IPEDS coordinator for Illinois, the Illinois Board of Higher Education collects and uses IPEDS data from several such surveys including the IPEDS finance survey. While expenditures specifically related to undergraduate

education and administrative functions are easily obtained from RAMP, IPEDS finance data aggregates expenditures in the following categories: instruction, research, public service, academic support, student services, institutional support, operation and maintenance of physical plant, student assistance, mandatory transfers, auxiliary enterprises, hospitals, and independent operations.

Similarly, data obtained through IPEDS finance surveys regarding sources of revenue are aggregated in the following categories: tuition and fees; federal grants and contracts; state grants and contracts; local grants and contracts; grants, gifts, contracts and endowments; sales and service; independent operations; and other sources.

Tables 9 and 10 provide fiscal year 1985 and fiscal year 1991 revenue and expenditure data in the categories detailed above for multiple purpose and limited purpose nonpublic institutions. Fiscal year 1991 is the most recent year for which data is available. Proprietary institutions, which are not eligible to receive state funds either through direct state grants or state student financial aid, are excluded from this analysis. Multiple purpose and limited purpose institutions have been considered separately in light of their distinctive differences.

Table 9 indicates that multiple purpose institutions' expenditures increased 66.6 percent during the fiscal year 1985 to fiscal year 1991 period. Reported expenditures for instruction grew by a greater amount: 74.3 percent. Revenues grew by 63.7 percent during the period. Limited purpose institutions' expenditures and revenues, contained in Table 10, display similar trends. Total expenditures grew by $254.4 million, or 44.4 percent, while revenues increased at a slightly slower rate of 43.2percent, or $255.0 million. Expenditures for instructional activities grew by $45.6 million, or 66.4 percent.

Both Tables 9 and 10 reflect dramatic increases in institutional spending for student assistance between fiscal year 1985 and 1991. For multiple purpose institutions (Table 9), spending increased by $167.3 million, or 110.3 percent, while limited purpose institutions (Table 10) reported an increase of $12.9 million, or 116.6 percent, during the same time period. Institutional student aid has been increased to address access and choice issues and increased student costs as reflected in tuition and fee revenues. Multiple purpose colleges and universities reported a 80.5 percent increase in revenue from tuition and fees, from $624.4 million in fiscal year 1985 to $1,127.2 million in fiscal year 1991. Limited purpose institutions reported a 66.4 percent increase between the two fiscal years, growing from $68.7 million to $114.3 million. Many private colleges and universities are finding it necessary to devote greater proportions of tuition and fee increases to provide aid to financially needy students.

Also of interest from a P•Q•P perspective in Table 9 are the trends apparent in the reported categories of spending for multiple purpose institutions. Instructional expenditures as a percent of total expenditures, for example, increased from 25.2 percent in fiscal year 1985 to 26.3 percent in fiscal year 1991. Expenditures for research also increased, representing 5.8 percent of total expenditures in fiscal year 1985 and 6.3 percent in fiscal year 1991. Like their counterparts in the public sector, nonpublic multiple purpose institutions spent proportionately less for operation and maintenance of facilities during the period fiscal year 1985 to fiscal year 1991, dropping from 6.1 percent to 4.8 percent of total expenditures.

Table 10 indicates slightly different trends for limited purpose nonpublic institutions. Instructional expenditures as a percent of total expenditures decreased from 9.3 percent in fiscal year 1985 to 8.2 percent in fiscal year 1991, although expenditures for instruction increased 27.4 percent, from $53.0 million to $67.5 million. Revenues from independent operations, including hospitals, rose significantly, from $79.6 million in fiscal year 1985 to $228.7 million in fiscal year 1991, a $149.0 million, or 187.1 percent, increase. Both expenditure and revenue trends in categories related to independent operations for limited purpose institutions are skewed by an accounting change at one institution which excludes hospital-generated revenue in 1985 but includes it in 1991.

For both multiple and limited purpose institutions, increases in revenue from state grants and contracts (153.0 percent and 28.5 percent, respectively) are largely attributable to the award of new capital-related grants in fiscal year 1991 totaling $19.9 million. These Science and Technology and Repair and Renovation grants were awarded in fiscal years 1990, 1991 and 1992.

The trends cited above--significant increases in spending for institutional students assistance, decreases in spending for facility maintenance and increased reliance on tuition and fee revenue--point to the critical need for Illinois' nonpublic colleges and universities to pursue statewide P•Q•P objectives.

State Support for Nonpublic Higher Education

Tables 11 and 12 provide state expenditures for Illinois nonpublic higher education since fiscal year 1981 and compare those amounts to total higher education General Funds operating expenditures. Table 11 illustrates that in fiscal year 1981 state expenditures for all higher education operations from General Funds totaled $963.9 million while expenditures for student financial aid and grant programs benefiting nonpublic institutions totaled $80.2 million, or 8.3 percent of the total. In fiscal year 1993, the proportion remains practically the same--8.4 percent of General Funds operating appropriations for higher education. The dollar value, however, increased significantly, growing to $134.1 million of $1,593.2 million in total expenditures. Larger than normal percent changes of growth from year to year appear when one would expect them: a 10.7 percent increase in fiscal year 1984 when a temporary income tax increase was passed and a 31.5 percent increase in fiscal year 1990 when another income tax surcharge was created and new Science and Technology grants and Repair and Renovation grants were created.

Table 12 shows that direct institutional aid in the form of Illinois Financial Assistance Act grants represented only 13.6 percent of total state expenditures for nonpublic higher education in fiscal year 1981 and decreased to 12.5 percent in fiscal year 1993. Student financial aid awarded by the Illinois Student Assistance Commission has always accounted for, and continues to represent, the largest share of state funds in the private sector: 67.1 percent in fiscal year 1981 and 74.5 percent in fiscal year 1993.

Illinois Student Assistance Commission Programs

Students attending not-for-profit higher education institutions in Illinois are eligible to receive several types of financial aid including Monetary Award Program (MAP) grants, Minority Teacher Incentive grants, Merit Recognition Scholarships, and scholarships for the children of fire fighters and police officers killed in the line of duty. Other Illinois Student Assistance Commission (ISAC) grant programs including Veterans' Scholarships and National Guard grants may only be used at public colleges and universities.

The Illinois Higher Education Student Assistance Law states that "a system of financial assistance of scholarships, grants, and guaranteed loans for qualified residents of college age will enable them to attend qualified institutions of their choice in the State, public or private." In 1988, the Illinois Financial Aid Study Committee, created by the Board of Higher Education, reported that "state student assistance programs exist to ease economic barriers to postsecondary education, and to permit a range of institutional choice." Although students attending for-profit private colleges and universities are precluded by statute from receiving state student financial aid, IBHE policy supports including such students who attend degree-granting proprietary eligible institutions.

The number of MAP grants awarded by sector since fiscal year 1968 reflects the importance of state-funded student aid in providing educational access and choice. Table 13 compares the number of awards made to students at nonpublic institutions to the total number of awards. As the table indicates, total awards to students attending private schools have grown significantly, from 10,292

awards in fiscal year 1968 to 34,139 estimated in fiscal year 1993. The proportion of nonpublic awards compared to all awards has decreased consistently, however, from a high of 64.8 percent in fiscal year 1968 to 31.1 percent in fiscal year 1992. Coupled with a corresponding increase in the proportion of awards received by students attending public institutions, it seems apparent that MAP funds increasingly accommodate access to higher education but have lost much of their potential to address student choice.

Table 14 provides the MAP dollar amount for students receiving awards attending both nonpublic and public institutions. As expected, the erosion of nonpublic students' share is evidenced by the downward trend of their share of total dollars: from 86.6 percent in fiscal year 1968 to 49.3 percent estimated in fiscal year 1993.

The diminishing number and dollar value of MAP awards to students attending nonpublic institutions is explained, in large part, by concurrent stagnation of the statutory MAP maximum award and steadily rising tuition and fee rates at both private and public colleges and universities. Illinois Board of Higher Education policy currently sets the maximum MAP award at 65.0 percent of the weighted average tuition charged at private colleges. This goal was first enunciated in 1963 when the maximum award constituted 64.4 percent of the weighted average tuition in the private sector. Because it was thought that growth among the public and private sectors in higher education had been balanced up to that point the 65.0 percent policy was thought to be an adequate guide for future maximum award policy.

Table 15 provides a chronological history of the maximum award and its relationship to the actual weighted average tuition and fees at nonpublic institutions and a derived rate based on the Higher Education Price Index with 1968 as the base year. In fiscal year 1968, when MAP was first established as a need-based program, the maximum award was $1,000, or 76.4 percent of the actual average weighted tuition and fees at all private institutions of $1,309. By fiscal year 1993, the actual weighted average tuition and fees for all private institutions increased to $10,251 and the maximum award had increased to $3,500; thus, the maximum award as a percent of private tuition and fees dropped to 34.1 percent. If tuition and fee rate increases at Illinois nonpublic colleges and universities had been limited to corresponding increases in the Higher Education Price Index (HEPI), the decline of the maximum award relative to tuition and fees would be significantly diminished. As Table 15 illustrates, had nonpublic tuition and fees increased at the same rate as the increase in HEPI the maximum award would be 59.7 percent of HEPI-adjusted weighted average tuition and fees in fiscal year 1993--a marked improvement compared to 34.1 percent of actual weighted average tuition and fees. This phenomenon, like data already cited regarding revenue and expenditure trends, further illustrates pressures that tuition and fee increases have placed on MAP.

Table 16 further illustrates the significant erosion of the MAP maximum award by comparing it to both public and private tuition and fees and all sectors' average MAP awards. With respect to weighted average tuition and fees, the diminishing effect of the maximum award is clearly apparent. While the maximum award increased 191.7 percent between fiscal year 1970 and 1993, weighted average tuition and fees grew by 742.7 percent for public universities, 562.9 percent for community colleges, 556.0 percent for nonpublic four-year colleges and universities, and 489.8 percent for nonpublic two-year colleges and universities. As one would expect, these increases are further evidenced by the percent of weighted average tuition and fees covered by the maximum award. For each sector of higher education, weighted average tuition and fees represent two or three times the amount of the maximum MAP award in fiscal year 1993 compared to the same ratio in fiscal year 1970.

The change in each sector's average award per student between fiscal years 1970 and 1993 also serves to illustrate the effect of a stagnant maximum award coupled with tuition and fee rates at public universities which are beginning to approach the maximum award. As Table 16 indicates, the estimated fiscal year 1993 average award has increased most dramatically for students at public

universities: from $330 in fiscal year 1970 to $1,888 estimated in fiscal year 1993, a 472.1 percent increase. The 203.2 percent increase in the average award of students attending public community colleges closely parallels the growth in the maximum award itself. The average awards of students at both private four-year and two-year institutions grew at rates less than the maximum award--145.6 percent and 148.3 percent, respectively.

In summary, a slowly increasing MAP maximum award coupled with rapidly rising student costs in all sectors of higher education indicate that the statewide student financial aid policy goals of educational access and choice are being eroded.

Illinois Financial Assistance Act

The Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning (IFAA) authorizes institutional support grants to private, not-for-profit higher education institutions located in Illinois in recognition of the state goal of promoting a continuous and viable private higher education sector offering quality programs that serve Illinois residents. Grants are made based on each institution's enrollment of undergraduate full-time-equivalent (FTE) Illinois resident students. Upper division students receive twice the weight of lower division students in recognition of the higher cost of upper division programs. The grant rate paid each year is determined by a proration of the total appropriation based on the total weighted FTE of participating institutions.

To be eligible for IFAA an institution must meet several criteria, including: offer at least a two-year program of collegiate instruction directly applicable toward a baccalaureate degree; possess its own sovereignty and final authority in all matters of local control; maintain an open admissions policy with regard to race, creed and color; annually file with the Board of Higher Education a certified audit, including an audit of enrollment and an audit verifying nonsectarian use of IFAA funds; participate in Board of Higher Education studies; certify the names of enrollees claimed for grant purposes; and provide all information and documents requested by the Board.

Since fiscal year 1985, the number of weighted FTE Illinois resident students attending institutions participating in the IFAA has grown from 89,618 to 91,903 in fiscal year 1993, or 2.5 percent. During the same time period, increased appropriations have allowed the grant rate to increase by $47.76 or 35.7 percent, from $133.90 per weighted FTE in fiscal year 1985 to $181.66 in fiscal year 1993. Table 17 provides full-time-equivalent enrollments, grant rates, and appropriations for the IFAA since fiscal year 1985.

Table 18 compares fiscal year 1991 IFAA grants received by participating institutions to instructional and total expenditures as reported in the 1991 IPEDS finance survey. In total, IFAA grants represented 2.0 percent of instructional expenditures and 0.4 percent of total expenditures. The relative importance of IFAA grants to instructional budgets, however, varies widely, from a high of 30.8 percent to a low of 0.1 percent.

Board of Higher Education Categorical Grant Programs

Engineering Grants. Illinois' Engineering Grant Program provides grants to public and nonpublic institutions which obtained matching funds for engineering laboratory equipment or software. Eligible institutions must grant baccalaureate degrees in engineering programs recognized by the Department of Professional Regulation.

Currently, nine institutions qualify for grants under the program: Bradley University, Illinois Institute of Technology, Northern Illinois University, Northwestern University, Parks College of St. Louis University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, the University of Illinois at Chicago and the University of Illinois at Urbana-Champaign. The fiscal year 1993 allocation to private universities totals $749,700, representing 30.6 percent of all

funds distributed under the program. Since 1984 when the program was started, nonpublics' share of the program funding has ranged from a high of 31.7 percent in fiscal year 1986 to a low of 25.3 percent in fiscal year 1991.

Health Services Education Grants. The Health Services Education Grants Act authorizes the Board of Higher Education to award grants to Illinois nonpublic institutions that offer health education programs in medicine, dentistry, optometry, podiatry, pharmacy, allied health, nursing, and medical residencies. Grants are awarded based on the total appropriation for each category, the grant rates established in administrative rules and the enrollment of Illinois residents in each program. A separate report to the Board included on the Board's May 1993 agenda discusses this program's relation to P•Q•P objectives.

Higher Education Cooperation Act Grants. The Higher Education Cooperation Act (HECA) provides grants to both public and nonpublic colleges and universities for programs and projects involving cooperation among higher education institutions. Such cooperation, according to the provisions of the law, involves at least two higher education institutions and should be designed to serve a public purpose, while promoting the effective use of educational resources, the equitable distribution of educational services, and the development of innovative concepts and applications. Current categories of grants comprising HECA include: interinstitutional, minority educational achievement, minority articulation, economic development, the Quad Cities Graduate Study Center, and library resource sharing. Most individual HECA grants are awarded to consortia consisting of both public and nonpublic institutions; therefore, segregating expenditures in categories of either public or nonpublic may be misleading. In fiscal year 1993, nonpublic colleges and universities were awarded $1,997,000 as the primary grantees in 13 HECA initiatives, representing 20.9 percent of the total amount appropriated for the program.

Illinois Cooperative Work Study Program. The Illinois Cooperative Work Study program provides for grants to public and nonpublic degree granting institutions of higher education to support student cooperative work study programs. The purpose of the program is to enhance students' academic programs, provide preparation for work related to their field of study, reduce reliance on loans, enhance public-private sector partnerships, and encourage students to seek permanent employment in Illinois. Because this is a competitive program in which grants are awarded based on evaluations of grant proposals, the number and percent of awards to nonpublic institutions varies from year to year. In fiscal year 1993, allocations have been made to 12 nonpublic institutions for $495,900, or 45.1 percent, of the total appropriation.

Science and Technology and Repair and Renovation Grants. First awarded in fiscal year 1990 and last awarded in fiscal year 1992, these grants distributed approximately $40.0 million to nonpublic colleges and universities over the course of three fiscal years.

P•Q•P Issues

The Illinois Board of Higher Education's P•Q•P initiative represents an attempt to enhance the quality of higher education in Illinois, increase institutional productivity, and focus resources on the highest priority educational objectives. The scope of this initiative is statewide, recognizing the diversity and resources of all sectors of higher education in Illinois. As has been shown, private colleges and universities are an integral part of higher education in Illinois with a total of 125 institutions offering a wide variety of instructional degree programs as well as research and public service activities. In Illinois, as few other states in the United States, the actions of the private education sector impact the quality, direction, and performance of higher education in the state and, thereby, the lives of state residents.

The P•Q•P issues that concern private institutions are in many respects similar to those concerning public colleges and universities. A starting point for both is showing how they are making

the best use of their resources and developing quality higher education programs. This question of accountability has particular significance for the public sector. However, private colleges and universities also receive state funds and must respond to public inquiries and concerns. Indeed, in recent years the increasing cost of a college education and the difficulty that many students have faced in finding employment, along with other factors, have led to greater scrutiny of both public and private higher education.

In Illinois, public institutions have responded to the demand for more accountability in a number of ways including the issuance of annual productivity reports, a measure recommended in 1990 by the Board of Higher Education's Committee on Structure, Scope and Productivity. Private institutions also have disseminated productivity reports, and the Federation of Independent Illinois Colleges and Universities in cooperation with the Board of Higher Education's Nonpublic Advisory Committee is currently developing a productivity report on the entire nonpublic sector for presentation at the Board's October 1993 meeting. Nonpublic institutions should be encouraged to participate in P•Q•P activities, as well as other appropriate Board studies and data surveys that offer information to the public about higher education programs and student progress.

Assessing the P•Q•P contributions of public and private institutions is linked to the central issue of whether the state has structured public policy so as to promote quality, efficiency and priorities within Illinois higher education. From a historical perspective, it is clear that these goals have helped shape Board policy. The Monetary Award Program and the Financial Assistance Act offered a cost effective approach for providing greater educational opportunities for residents of the state. Today, however, educational capacity is less of a concern because the largest population cohort, the "baby boomers", has passed traditional college-going age, and institutions have expanded to meet their needs. Other issues appear more pressing such as increasing minority participation, improving undergraduate education, and meeting the needs of underserved areas. Private institutions are actively engaging these issues and account for a considerable proportion of statewide activity. If public policy is to promote quality and efficiency in these areas, it will require enhanced statewide consultation and institutional cooperation across all three educational sectors. This is a direction that Board policy has increasingly emphasized in recent years. For example, HECA funds private and public participation in minority educational achievement and articulation projects, as well as regional education centers and consortia. Also, it would appear that there will be greater future demand for coordination and cooperation within higher education due, in part, to financial pressure to optimize resources and efficiency and the increasing interdependence of modern organizations and technologies.

Public and private institutional efforts to serve nontraditional students through off-campus programs is one area, in particular, that will require greater, collaboration and coordination within Illinois higher education. There are already instances where institutional programs have the potential for duplicating the offerings of other institutions, and where programs do not meet high priority educational needs. Such activity is likely to increase unless there is a more rigorous coordination of public and private off-campus activity. Additional review is needed of private institutions off-campus programs. This review should be coordinated with the public institutional reviews now being conducted as described in the Board of Higher Education, March, 1993 agenda materials. These reviews should consider issues such as the proper geographical distribution of off-campus coursework; opportunities to consolidate and share resources among institutions; the identification and elimination of unnecessary duplication; and the alignment of institutions off-campus programs with regional and statewide instructional priorities.

Since it is in the state's interest to maintain and strengthen the diversity and quality of higher education in Illinois, another major issue is whether student financial aid policy and program assistance offer adequate access and choice to Illinois residents. Over the past decade, tuition has increased at both private and public institutions by more than the rate of inflation. These increases have placed greater financial pressure on students and their families, particularly families with incomes below $50,000 whose income rose more slowly than the average during this period. At nonpublic

colleges and universities, tuition has risen over the past ten years by 131 percent. This rise in student charges has eroded the purchasing power of MAP which has not grown at an equivalent rate, and also has placed greater pressure on private college and university financial aid programs. Currently, the MAP maximum award represents 36 percent of private college tuition and fees compared with 62 percent of private college tuition and fees in 1974 and 52 percent of private college tuition and fees in 1980.

Recent developments in the Monetary Award Program also have blurred the role of choice in state policy. When MAP originated in 1968, 86 percent of all recipients attended private institutions. However, students attending private institutions comprised less than one-half of all MAP recipients in fiscal year 1993. Changes in the federal financial aid needs formula, public institution tuition and fee increases and other factors have influenced the growth in number of public sector MAP recipients making access a more important part of student aid funding. In recent years, the state has generally funded MAP access requests more fully than other parts of the higher education budget. Even though private students now comprise a smaller portion of MAP recipients, private institutions have retained their overall level of state funding.

To date, private tuition increases, a decline in the purchasing power of the maximum award, and fundamental shifts in the sector distribution of MAP funding have not significantly affected student behavior. Private student enrollment has increased over the past ten years indicating that choice remains a viable option for Illinois residents. The vitality of the private sector reflects, in part, that expenditures for student financial aid have grown significantly over this period, funded largely through tuition increases. It is an open question, however, whether this approach can maintain its efficacy in the future; that is, at some point private institutions may no longer be able to increase tuition significantly without losing student enrollments. This question arises at the same time that the state's emphasis on choice has weakened. MAP has become as much a means of achieving access as of offering choice, and this has the potential for reducing the effectiveness of the program as a vehicle for recognizing differences in student academic aspirations and private contributions to Illinois higher education.

A final issue in regard to state policy for the private higher education sector concerns direct support of private institutions as opposed to indirect support under the Monetary Award Program. Direct funding of Illinois private higher education is the purpose of the Financial Assistance Act whose goal is to maintain the viability of private colleges and universities and quality education for all state residents. As has been shown, funds from the Financial Assistance Act monies constitute a small portion of most private institutions budgets. This aid is most important to institutions with limited alternative resources. It is appropriate to consider whether the state can better allocate the resources of this program to other forms of targeted assistance. Such a shift in policy could be accomplished by increasing HECA funding, redesigning the Financial Assistance Act to support specific instructional programs or special populations such as minority students, or transferring funds to further strengthen choice in the Monetary Award Program.

Next Steps

Various issues that concern Board of Higher Education policy on private education will require attention in the coming months. First, the Board of Higher Education will address issues regarding P•Q•P that affect the private sector. Board of Higher Education staff will consult with members of the Nonpublic Advisory Committee on the preparation of its private sector productivity report for October 1993 and will review both the format and information to be contained in the report. Also, Board staff will reassess the data currently reported to the Board of Higher Education by the private sector, and develop mechanisms for organizing and analyzing this information relevant to an overall review of private higher education productivity, priorities, and quality. Staff also will work with private sector officials in identifying any supplementary data that might be helpful for further P•Q•P reports and analysis. As part of this review, Board staff will examine whether data on private sector

programs and private institutional capacity can be more effectively integrated into statewide program reviews.

Second, Board of Higher Education staff will continue to work on the issues discussed in this document. Continuing emphasis will be placed on improving coordination across sectors and providing incentives to address cooperatively statewide priorities. Board staff will consider further efforts to promote cooperation and coordination in addition to ongoing activities in HECA and other areas such as regional consortia and telecommunication. Board staff will consult and seek the reactions of private higher education leaders and other interested individuals to these issues. Based on this consultation and continuing analysis, staff will present policy recommendations for the Board of Higher Education's consideration in the coming months to serve as the basis for budgetary and program recommendations to the Board for implementation in fiscal year 1995.

Table 1

CHARACTERISTICS OF ILLINOIS PUBLIC AND PRIVATE HIGHER EDUCATION SECTORS
1991

	Public Universities	Public Community Colleges*	Total Public	Nonprofit Private Institutions	Proprietary Institutions	Total Nonpublic	Grand Total
Number of Campuses	12	50	62	103	22	125	187
Fall 1991 Enrollment	202,026	368,475	570,501	170,843	14,839	185,682	756,183
Undergraduate	151,189	228,943	380,132	112,743	12,241	124,984	505,116
Graduate/Professional	50,837	NA	50,837	58,100	2,598	60,698	111,535
FY1991 Degrees Awarded	41,546	32,309	73,855	39,010	2,883	41,893	115,748
Certificates	53	10,451	10,504	1,319	491	1,810	12,314
Associates	525	21,858	22,383	1,415	1,303	2,718	25,101
Baccalaurate	29,643	NA	29,643	20,482	687	21,169	50,812
Masters	8,962	NA	8,962	11,272	348	11,620	20,582
Professional	1,117	NA	1,117	3,371	0	3,371	4,488
Doctoral	1,246	NA	1,246	1,151	54	1,205	2,451

* Community College enrollment includes students enrolled in pre-collegiate, continuing education, and undergraduate programs.

Source: IBHE Fall Enrollment and Degrees Conferred Surveys

Table 2

CHARACTERISTICS OF HIGHER EDUCATION SECTORS IN SELECTED STATES*

	Enrollment Fall 1990							Institutions, 1990-91					
Ranked by Private 4-year Enrollment	Private 4-year	Private 2-year	Public 4-year	Public 2-year	Total	Private Percent of 4-year Enrollment	Private Percent of Total Enrollment	Public 4-year	Public 2-year	Private 4-year	Private 2-year	Total	Percent Private Institutions
New York	399,282	28,268	359,381	248,392	1,035,323	52.7%	41.3%	42	48	186	48	324	72.2%
Massachusetts	220,711	13,491	110,031	74,641	418,874	66.5%	55.9%	14	17	71	14	116	73.3%
Pennsylvania	214,417	46,165	235,271	108,207	604,060	48.1%	43.1%	43	20	101	56	220	71.4%
California	203,820	11,499	496,757	1,057,921	1,769,997	29.4%	12.2%	31	107	142	30	310	55.5%
Illinois	168,953	8,960	198,464	352,869	729,246	45.0%	24.4%	12	47	93	18	170	65.3%
Ohio	111,493	17,698	288,809	136,787	554,787	27.7%	23.3%	25	36	65	28	154	60.4%
Texas	94,305	4,818	417,777	384,537	901,437	18.7%	11.0%	40	67	56	11	174	38.5%
Florida	91,939	6,632	176,989	262,829	538,389	36.4%	18.3%	9	28	47	17	101	63.4%
Missouri	85,310	4,004	125,270	74,823	289,407	40.8%	30.9%	13	14	55	11	93	71.0%
Michigan	79,599	2,845	259,879	227,480	569,803	22.7%	14.5%	15	29	50	3	97	54.6%
North Carolina	61,522	5,211	148,698	136,559	351,990	29.7%	19.0%	16	58	37	14	125	40.8%
New Jersey	58,672	3,674	137,691	123,910	323,947	29.6%	19.2%	14	19	22	4	59	44.1%
Virginia	57,899	4,257	160,200	131,086	353,442	23.7%	17.6%	15	24	33	11	83	53.0%
Connecticut	57,470	1,578	64,920	44,562	168,530	47.1%	35.0%	7	17	20	3	47	48.9%
Indiana	56,441	3,645	186,318	36,611	283,015	24.2%	21.2%	14	14	41	11	80	65.0%
Minnesota	50,224	4,354	133,622	65,589	253,789	26.6%	21.5%	10	26	34	8	78	53.8%
Georgia	46,368	9,029	141,106	55,307	251,810	24.7%	22.0%	20	29	30	16	95	48.4%
Tennessee	46,032	5,157	109,944	65,105	226,238	30.3%	22.6%	10	14	42	21	87	72.4%
Wisconsin	45,095	1,150	152,691	100,838	299,774	21.8%	15.4%	13	17	28	3	61	50.8%
Maryland	38,174	743	110,830	109,953	259,700	24.7%	15.0%	14	19	21	3	57	42.1%
Washington	33,503	2,143	81,433	146,199	263,278	29.3%	13.5%	6	27	20	4	57	42.1%
Alabama	17,799	3,812	123,848	72,091	217,550	14.0%	9.9%	18	37	18	14	87	36.8%
Arizona	13,980	1,955	95,657	153,143	264,735	13.3%	6.0%	3	17	14	4	38	47.4%

* States with enrollment that exceed 200,000 students and/or 75 institutions

Source: Chronicle of Higher Education

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Table 3

CHARACTERISTICS OF ILLINOIS PRIVATE INSTITUTIONS
1991

Type of Institution	Number of Institutions	Enrollments		Degrees Awarded		
		Under-graduate	Graduate/ Professional	Certificates/ Associates	Bachelors	Graduate/ Professional
Multiple Purpose	54	101,201	42,299	1,297	19,235	12,889
Fine Arts	7	3,952	356	314	385	182
Health Careers/Medical	21	1,874	5,604	9	606	1,267
Hospitality	2	301	0	12	0	0
Religious	19	2,437	4,334	48	347	965
Business and Law	14	5,912	3,829	2,052	0	876
Technical	8	9,307	4,276	796	596	17
Total	125	124,984	60,698	4,528	21,169	16,196

Source: IBHE Fall Enrollment and Degrees Conferred Surveys

Table 4

ILLINOIS UNIVERSITIES RECEIVING THE LARGEST FEDERAL RESEARCH AND DEVELOPMENT FUNDS, FY1990

Institution	Federal Funding
University of Illinois at Urbana/Champaign	$99,742,000
University of Chicago	88,486,000
Northwestern University	61,100,000
University of Illinois at Chicago	42,293,000
Illinois Institute of Technology	8,174,000
Loyola University	7,513,000
Southern Illinois University at Carbondale	6,536,000
Northern Illinois University	4,350,000
Total – All Illinois Universities	$405,497,000

Source: National Science Foundation

Table 5

PRIVATE INSTITUTIONS
WITH LARGEST BLACK ENROLLMENT
FALL 1991

Institution	Black Enrollment	Percentage of Total Enrollment
Roosevelt University	1,659	26.6 %
Columbia College	1,586	22.7
DePaul University	1,454	8.9
Loyola University of Chicago	1,389	8.8
Devry Institute of Technology, Chicago	1,078	32.4
Northwestern University	1,029	6.0
National-Louis University	938	14.0
Robert Morris College	879	39.1
Illinois Institute of Technology	674	10.3

Source: IBHE Fall Enrollment Survey

Table 6

PRIVATE INSTITUTIONS
WITH LARGEST HISPANIC ENROLLMENT
FALL 1991

Institution	Hispanic Enrollment	Percentage of Total Enrollment
St. Augustine College	1,507	99.3 %
Loyola University of Chicago	1,038	6.6
DePaul University	977	6.0
Robert Morris College	659	29.3
DeVry Institute of Technology, Chicago	649	19.5
Columbia College of Chicago	596	8.5
National-Louis University	400	6.0
Roosevelt University	373	6.0
Northwestern University	335	2.0
Illinois Institute of Technology	286	4.4

Source: IBHE Fall Enrollment Survey

Table 7

OFF-CAMPUS ACTIVITY BY INSTITUTION
(Sorted by enrollment level)

Institution	Number of Districts	Courses	Course Enrollment	Average Course Enrollment
National-Louis University	22	1,127	14,697	13.0
Roosevelt University	12	776	12,758	16.4
Northern Illinois University	25	788	11,241	14.3
DePaul University	3	696	10,884	15.6
MacMurray College	3	445	7,119	16.0
Western Illinois University	14	402	6,710	16.7
Saint Xavier University	16	243	6,174	25.4
Illinois State University	16	258	4,867	18.9
Southern Illinois University, Carbondale	16	166	4,385	26.4
Governors State University	14	336	4,319	12.9
Illinois Institute of Technology	10	902	4,307	4.8
Keller Graduate School of Management	4	223	3,791	17.0
Eastern Illinois University	8	217	3,584	16.5
St. Augustine College	2	204	3,541	17.4
Chicago State University	7	195	3,378	17.3
College of St. Francis	18	159	3,039	19.1
University of Illinois at Urbana/Champaign	21	178	2,600	14.6
University of Illinois at Chicago	11	196	2,517	12.8
Sangamon State University	4	135	2,356	17.5
Webster University*	2	189	2,300	12.2
Lewis University	7	594	2,264	3.8
Aurora University	4	186	2,004	10.8
Chicagoland American Institute of Banking	9	87	1,356	15.6
McKendree College	4	110	1,239	11.3
Southern Illinois University at Edwardsville	9	123	1,108	9.0
TOTAL-All Illinois Institutions	N/A	9,602	130,523	13.6

*Out-of-State Institution

Source: IBHE Survey of Off-Campus Coursework, 1990

Table 8

SECTORS OFFERING OFF-CAMPUS COURSES, BY DISCIPLINE
(Sorted by enrollment level)

Discipline	Percent Public	Percent Private	Percent Out-of State	Total Course Enrollment
Education	58.4 %	39.0 %	2.6 %	42,559
Business and Management	15.4	74.2	10.4	24,793
Social Sciences	34.3	59.5	6.2	6,251
Psychology	34.7	56.9	8.4	6,172
Health Sciences	37.4	58.8	3.7	5,618
Letters	21.7	77.4	1.0	5,020
Multi/Interdisciplinary Studies	10.0	89.8	0.2	4,922
Computer and Information Sciences	6.0	92.4	1.6	4,860
Mathematics	27.0	71.8	1.1	4,338
Protective Services	80.2	18.9	0.9	2,458
Public Affairs	47.6	49.1	3.3	2,312
Engineering	31.2	67.7	1.1	2,134
Business and Office Occupations	5.0	93.2	1.8	1,795
Visual and Performing Arts	48.7	47.5	3.8	1,784
Philosophy and Religion	17.4	82.5	0.1	1,565
Liberal/General Studies	4.6	95.4	0.0	1,423
Mechanics and Repairers	0.0	100.0	0.0	1,024
Engineering Technologies	97.7	1.5	0.8	983
Precision Production	1.5	98.5	0.0	953
Physical Sciences	63.5	36.5	0.0	933
Industrial Arts	2.8	97.2	0.0	926
Allied Health	27.9	72.1	0.0	925
Construction Trades	0.0	100.0	0.0	779
Life Sciences	76.5	23.5	0.0	699
Theology	0.0	81.1	18.9	687
Library and Archival Sciences	68.8	31.2	0.0	661
Communications	67.6	31.2	1.2	574
Home Economics	82.9	17.1	0.0	509
Agricultural Sciences	100.0	0.0	0.0	458
Vocational Home Economics	3.0	97.0	0.0	437
Law	3.3	96.7	0.0	430
Agribusiness & Production	0.0	100.0	0.0	348
Foreign Languages	12.0	88.0	0.0	342
Interpersonal Skills	0.0	100.0	0.0	247
All Other	58.9	41.1	0.0	604
TOTAL	36.5 %	59.4 %	4.1 %	130,523

Source: IBHE Survey of Off-Campus Coursework, 1990

Table 9

CURRENT FUND REVENUES AND EXPENDITURES AT ILLINOIS
NONPUBLIC MULTIPLE PURPOSE INSTITUTIONS
FISCAL YEARS 1985 AND 1991

(in thousands of dollars)

Category/Source	FY1985	Percent of Total	FY1991	Percent of Total	Dollar Change FY1985–91	Percent Change FY1985–91
REVENUES						
Tuition and Fees	$ 624,442.4	31.8 %	$ 1,127,162.2	35.1 %	$ 502,719.8	80.5 %
Federal Grants & Contracts	185,755.1	9.5	263,277.3	8.2	77,522.2	41.7
State Grants & Contracts	33,087.8	1.7	83,704.2	2.6	50,616.4	153.0
Local Grants & Contracts	640.4	—	349.9	—	(290.5)	(45.4)
Grnts/Gfts/Cntrcts/& Endow.	214,645.8	10.9	325,513.1	10.1	110,867.3	51.7
Sales & Service	564,898.6	28.8	841,125.7	26.2	276,227.1	48.9
Independent Operations	337,692.3	17.2	569,392.0	17.7	231,699.7	68.6
Total	$ 1,961,162.4	100.0 %	$ 3,210,524.4	100.0 %	$ 1,249,362.0	63.7 %
EXPENDITURES						
Instruction	$ 482,908.1	25.2 %	$ 841,532.4	26.3 %	$ 358,624.3	74.3 %
Research	111,450.3	5.8	200,501.1	6.3	89,050.8	79.9
Public Service	8,755.7	0.5	12,161.0	0.4	3,405.3	38.9
Academic Support	73,568.8	3.8	127,850.9	4.0	54,282.1	73.8
Student Services	65,468.9	3.4	118,974.1	3.7	53,505.2	81.7
Institutional Support	149,239.9	7.8	253,505.8	7.9	104,265.9	69.9
Operation and Maintenance	117,711.5	6.1	151,741.7	4.8	34,030.2	28.9
Student Assistance	151,745.4	7.9	319,044.8	10.0	167,299.4	110.3
Other*	756,789.5	39.5	1,168,838.8	36.6	412,049.3	54.4
Total	$ 1,917,638.1	100.0 %	$ 3,194,150.6	100.0 %	$ 1,276,512.5	66.6 %

*Includes mandatory transfers, auxiliary enterprises, hospitals and independent operations.

Note: Includes only institutions which reported data in both years.

Source: IPEDS Finance Surveys

Table 10

CURRENT FUND REVENUES AND EXPENDITURES AT ILLINOIS
NONPUBLIC LIMITED PURPOSE INSTITUTIONS
FISCAL YEARS 1985 AND 1991

(in thousands of dollars)

Category/Source	FY1985	Percent of Total	FY1991	Percent of Total	Dollar Change FY1985–91	Percent Change FY1985–91
REVENUES						
Tuition and Fees	$ 68,710.2	11.7 %	$ 114,330.6	13.5 %	$ 45,620.4	66.4 %
Federal Grants & Contracts	16,151.7	2.7	20,743.0	2.5	4,591.3	28.4
State Grants & Contracts	10,801.6	1.8	13,884.4	1.6	3,082.8	28.5
Local Grants & Contracts	1,287.3	0.2	1,109.6	0.1	(177.7)	(13.8)
Grnts/Gfts/Cntrcts/& Endow.	25,914.1	4.4	71,320.8	8.4	45,406.7	175.2
Sales & Service	387,226.5	65.7	394,622.9	46.7	7,396.4	1.9
Independent Operations	79,642.9	13.5	228,675.1	27.1	149,032.2	187.1
Total	$ 589,734.3	100.0 %	$ 844,686.4	100.0 %	$ 254,952.1	43.2 %
EXPENDITURES						
Instruction	$ 52,990.6	9.3 %	$ 67,500.9	8.2 %	$ 14,510.3	27.4 %
Research	14,702.8	2.6	28,990.5	3.5	14,287.7	97.2
Public Service	2,301.3	0.4	7,465.7	0.9	5,164.4	224.4
Academic Support	7,902.2	1.4	16,594.0	2.0	8,691.8	110.0
Student Services	9,638.4	1.7	14,397.9	1.7	4,759.5	49.4
Institutional Support	20,453.0	3.6	38,445.6	4.6	17,992.6	88.0
Operation and Maintenance	14,812.3	2.6	25,118.6	3.0	10,306.3	69.6
Student Assistance	11,056.9	1.9	23,944.8	2.9	12,887.9	116.6
Other*	438,802.7	76.6	604,609.0	73.1	165,806.3	37.8
Total	$ 572,660.2	100.0 %	$ 827,067.0	100.0 %	$ 254,406.8	44.4 %

*Includes mandatory transfers, auxiliary enterprises, hospitals and independent operations.

Note: Includes only institutions which reported data in both years.

Source: IPEDS Finance Surveys

Table 11

STATE EXPENDITURES FOR ILLINOIS NONPUBLIC HIGHER EDUCATION
FISCAL YEARS 1981 THROUGH 1993

(in thousands of dollars)

Fiscal Year	Illinois Student Assistance Commission Programs	Categorical Grant Programs*	Financial Assistance Act	Science and Technology and Repair and Renovation Grants	Total	Annual Percent Change	Higher Education Operating Expenditures (General Funds)	Percent of Higher Education Operating Expenditures (General Funds)
1981	$53,849.0	$15,449.3	$10,895.7		$80,194.0	(0.55)%	$963,935.1	8.32 %
1982	99.2	15,587.2	11,196.5		81,882.9	2.11	988,465.1	8.28
1983	51,754.2	15,075.0	10,780.0		77,609.2	(5.22)	957,269.8	8.11
1984	58,106.2	16,373.4	11,434.0		85,913.6	10.70	1,056,428.3	8.13
1985	63,003.1	16,362.3	11,987.9		91,353.3	6.33	1,120,621.4	8.15
1986	72,211.3	16,533.3	12,900.0		101,644.6	11.27	1,245,703.1	8.16
1987	77,147.8	16,146.1	13,584.3		106,878.2	5.15	1,327,842.1	8.05
1988	79,078.8	15,104.7	13,104.0		107,287.5	0.38	1,273,843.7	8.42
1989	81,949.1	14,857.7	13,305.3		110,112.1	2.63	1,342,577.9	8.20
1990	95,824.8	18,137.4	16,900.0	$15,000.0	145,862.2	32.47	1,614,585.1	9.03
1991	96,073.5	17,569.8	17,059.1	19,912.3	150,614.7	3.26	1,646,179.1	9.15
1992	94,692.6	17,603.1	16,690.3	4,850.0	133,836.0	(11.14)	1,591,392.6	8.41
1993 **	99,924.9	17,458.2	16,695.3		134,078.4	0.18	1,593,223.9	8.42
Percent Change								
1981 – 1993	85.57 %	13.00 %	53.23 %		67.19 %		65.28 %	

* Includes Higher Education Cooperation Act Grants, Cooperative Work Study Grants, Engineering Grants, and Health Services Education Grants

** Appropriations

Source: IBHE records and Comptroller Annual Reports

Table 12

STATE EXPENDITURES FOR ILLINOIS NONPUBLIC HIGHER EDUCATION
FISCAL YEARS 1981 THROUGH 1993

(in thousands of dollars)

Fiscal Year	Illinois Student Assistance Commission	Percent of Total	Categorical Grant Programs*	Percent of Total	Financial Assistance Act	Percent of Total	Science and Technology and Repair and Renovation Grants	Percent of Total	Total
1981	$ 53,849.0	67.1 %	$15,449.3	19.3 %	$10,895.7	13.6 %			$80,194.0
1982	55,099.2	67.3	15,587.2	19.0	11,196.5	13.7			81,882.9
1983	51,754.2	66.7	15,075.0	19.4	10,780.0	13.9			77,609.2
1984	58,106.2	67.6	16,373.4	19.1	11,434.0	13.3			85,913.6
1985	63,003.1	69.0	16,362.3	17.9	11,987.9	13.1			91,353.3
1986	72,211.3	71.0	16,533.3	16.3	12,900.0	12.7			101,644.6
1987	77,147.8	72.2	16,146.1	15.1	13,584.3	12.7			106,878.2
1988	79,078.8	73.7	15,104.7	14.1	13,104.0	12.2			107,287.5
1989	81,949.1	74.4	14,857.7	13.5	13,305.3	12.1			110,112.1
1990	95,824.8	65.7	18,137.4	12.4	16,900.0	11.6	$15,000.0	10.3 %	145,862.2
1991	96,073.5	63.8	17,569.8	11.7	17,059.1	11.3	19,912.3	13.2	150,614.7
1992	94,692.6	70.8	17,603.1	13.2	16,690.3	12.5	4,850.0	3.6	133,836.0
1993 **	99,924.9	74.5	17,458.2	13.0	16,695.3	12.5			134,078.4

* Includes Higher Education Cooperation Act Grants, Cooperative Work Study Grants, Engineering Grants, and Health Services Education Grants

** Appropriations

Source: IBHE records and Comptroller Annual Reports

Table 13

ILLINOIS MONETARY AWARD PROGRAM
NUMBER OF AWARDS TO
STUDENTS ATTENDING NONPUBLIC AND PUBLIC INSTITUTIONS
AS A PERCENT OF TOTAL AWARDS
FISCAL YEARS 1968 THROUGH 1993

Fiscal Year	Total Nonpublic Awards	Percent of Total	Total Public Awards	Percent of Total	Total Awards
1968	10,292	64.8 %	5,591	35.2 %	15,883
1969	16,704	56.8	12,711	43.2	29,415
1970	19,256	50.3	19,014	49.7	38,270
1971	23,016	47.6	25,353	52.4	48,369
1972	25,747	45.3	31,146	54.7	56,893
1973	29,121	41.8	40,467	58.2	69,588
1974	29,553	40.8	42,891	59.2	72,444
1975	30,415	39.2	47,112	60.8	77,527
1976	34,863	37.8	57,348	62.2	92,211
1977	35,908	38.8	56,616	61.2	92,524
1978	36,092	39.1	56,241	60.9	92,333
1979	36,081	39.9	54,422	60.1	90,503
1980	37,449	41.1	53,772	58.9	91,221
1981	38,746	40.5	56,894	59.5	95,640
1982	38,633	40.7	56,204	59.3	94,837
1983	34,525	32.6	71,485	67.4	106,010
1984	35,006	32.4	72,888	67.6	107,894
1985	35,000	33.5	69,548	66.5	104,548
1986	34,839	33.9	67,782	66.1	102,621
1987	33,387	33.8	65,398	66.2	98,785
1988	34,265	35.0	63,646	65.0	97,911
1989	35,483	35.1	65,555	64.9	101,038
1990	36,540	33.2	73,550	66.8	110,090
1991	35,455	31.3	77,751	68.7	113,206
1992	35,666	31.1	79,089	68.9	114,755
1993 *	34,139	31.2	75,115	68.8	109,254

* Estimate based on claims received through April 15, 1993.

Source: Illinois Student Assistance Commission Data Books

Table 14

ILLINOIS MONETARY AWARD PROGRAM
DOLLAR VALUE OF AWARDS TO STUDENTS ATTENDING
NONPUBLIC AND PUBLIC INSTITUTIONS
AS A PERCENT OF TOTAL AWARDS
FISCAL YEARS 1968 THROUGH 1993

Fiscal Year	Total Nonpublic Awards	Percent of Total	Total Public Awards	Percent of Total	Total Awards
1968	$8,900,180	86.6 %	$1,373,552	13.4 %	$10,273,732
1969	15,270,354	82.8	3,179,137	17.2	18,449,491
1970	20,185,313	77.5	5,873,295	22.5	26,058,608
1971	23,546,504	72.5	8,914,050	27.5	32,460,554
1972	25,948,020	66.3	13,175,270	33.7	39,123,290
1973	30,668,487	60.0	20,422,638	40.0	51,091,125
1974	32,889,896	61.2	20,830,163	38.8	53,720,059
1975	36,187,182	62.1	22,117,800	37.9	58,304,982
1976	43,648,994	64.1	24,485,942	35.9	68,134,936
1977	44,892,946	64.4	24,854,252	35.6	69,747,198
1978	47,035,038	63.4	27,112,562	36.6	74,147,600
1979	51,665,992	64.9	27,958,308	35.1	79,624,300
1980	57,034,000	68.7	25,949,686	31.3	82,983,686
1981	56,546,391	66.4	28,557,807	33.6	85,104,198
1982	58,592,801	65.0	31,525,344	35.0	90,118,145
1983	54,554,493	58.6	38,558,696	41.4	93,113,189
1984	60,552,923	57.9	44,089,246	42.1	104,642,169
1985	65,964,116	60.1	43,725,262	39.9	109,689,378
1986	74,402,511	61.3	46,905,112	38.7	121,307,623
1987	78,763,064	59.9	52,666,437	40.1	131,429,501
1988	81,285,469	60.2	53,846,916	39.8	135,132,385
1989	84,921,567	59.6	57,582,318	40.4	142,503,885
1990	98,006,118	57.6	72,184,309	42.4	170,190,427
1991	97,506,151	53.5	84,901,773	46.5	182,407,924
1992	95,161,060	51.9	88,052,051	48.1	183,213,111
1993 *	99,278,284	49.3	101,940,974	50.7	201,219,258

* Estimate based on claims received through April 15, 1993.

Source: Illinois Student Assistance Commission Data Books

Table 15

ILLINOIS MONETARY AWARD PROGRAM
MAXIMUM AWARD AS A PERCENT OF PRIVATE INSTITUTION TUITION AND FEES
ACTUAL AND ADJUSTED TO REFLECT THE HIGHER EDUCATION PRICE INDEX
FISCAL YEARS 1968 THROUGH 1993

Fiscal Year	Statutory Maximum MAP Award	Actual Private Weighted Average Tuition and Fees	Maximum Award as a Percent of Actual Tuition and Fees	HEPI – adjusted Private Weighted Average Tuition and Fees	Maximum Award as a Percent of HEPI – adjusted Tuition and Fees
1968	$1,000	$1,309	76.4 %	$1,309	76.4 %
1969	1,100	1,437	76.5	1,374	80.0
1970	1,200	1,574	76.2	1,443	83.2
1971	1,200	1,764	68.0	1,536	78.1
1972	1,200	1,880	63.8	1,617	74.2
1973	1,200	1,999	60.0	1,703	70.5
1974	1,300	2,102	61.8	1,820	71.4
1975	1,350	2,258	59.8	1,980	68.2
1976	1,500	2,456	61.1	2,111	71.1
1977	1,500	2,630	57.0	2,250	66.7
1978	1,550	2,796	55.4	2,399	64.6
1979	1,650	3,173	52.0	2,622	62.9
1980	1,800	3,445	52.[illegible]	2,879	62.5
1981	1,900	[illegible]824	4[illegible]	3,190	59.6
1982	1,950	[illegible]154	46.[illegible]	3,490	55.9
1983	2,000	4,750	42.1	3,713	53.9
1984	2,200	5,157	42.7	3,887	56.6
1985	2,400	5,630	42.6	4,101	58.5
1986	2,850	6,142	46.4	4,290	66.4
1987	3,100	6,653	46.6	4,466	69.4
1988	3,100	6,987	4[illegible]4	4,667	66.4
1989	3,150	7,524	4[illegible]9	4,937	63.8
1990	3,500	8,193	42.7	5,224	67.0
1991	3,500	8,916	39.3	5,501	63.6
1992	3,500	9,599	36.5	5,677	61.7
1993	3,500	10,251	34.1	5,864	59.7

Source: Illinois Student Assistance Commission Data Books

Table 16

AVERAGE WEIGHTED TUITION AND FEES BY SECTOR
COMPARED TO THE MONETARY AWARD PROGRAM MAXIMUM AWARD
FISCAL YEARS 1970 THROUGH 1993

		Weighted Average Tuition and Fees							
Fiscal Year	Maximum Award	Public Universities	% of Max. Award	Community Colleges	% of Max. Award	Private 4-Year	% of Max. Award	Private 2-Year	% of Max. Award
1970	$1,200	$344	28.7 %	$167	13.9 %	$1,597	133.1 %	$1,139	94.9 %
1975	1,350	606	44.9	306	22.7	2,318	171.7	1,429	105.9
1980	1,800	828	46.0	469	26.1	3,521	195.6	2,221	123.4
1985	2,400	1,503	62.6	732	30.5	5,748	239.5	3,836	159.8
1990	3,500	2,330	66.6	925	26.4	8,362	238.9	5,391	154.0
1993	3,500	2,899	82.8	1,107	31.6	10,477	299.3	6,718	191.9
Percent Change									
1970 - 1993	191.7 %	742.7 %		562.9 %		556.0 %		489.8 %	
1980 - 1993	94.4	250.1		136.0		197.6		202.5	
1990 - 1993	—	24.4		19.7		25.3		24.6	

MONETARY AWARD PROGRAM AVERAGE AWARD BY SECTOR
COMPARED TO THE MAXIMUM AWARD
FISCAL YEARS 1970 THROUGH 1993

		Average Award							
Fiscal Year	Maximum Award	Public Universities	% of Max. Award	Community Colleges	% of Max. Award	Private 4-Year	% of Max. Award	Private 2-Year	% of Max. Award
1970	$1,200	$330	27.5 %	$190	15.8 %	$1,052	87.7 %	$944	78.7 %
1975	1,350	580	43.0	230	17.0	1,216	90.1	996	73.8
1980	1,800	631	35.1	290	16.1	1,437	79.8	1,499	83.3
1985	2,400	892	37.2	358	14.9	1,991	83.0	1,674	69.8
1990	3,500	1,472	42.1	492	14.1	2,730	78.0	2,389	68.3
1993 *	3,500	1,888	53.9	576	16.5	2,584	73.8	2,344	67.0
Percent Change									
1970 - 1993	191.7 %	472.1 %		203.2 %		145.6 %		148.3 %	
1980 - 1993	94.4	199.2		98.6		79.8		56.4	
1990 - 1993	—	28.3		17.1		(5.3)		(1.9)	

* Estimates based on claims received through April 15, 1993.

Source: Illinois Student Assistance Commission 1992 Data Book and staff estimates

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Table 17

ILLINOIS FINANCIAL ASSISTANCE ACT APPROPRIATIONS
FISCAL YEARS 1985 THROUGH 1993

Fiscal Year	Full-time Equivalent Enrollment*	Grant Rate	Appropriation
1985	89,618	$ 133.90	$ 12,000,000
Lower Division	36,662		
Upper Division	26,478		
1986	87,472	147.48	12,900,000
Lower Division	35,412		
Upper Division	26,030		
1987	86,049	157.87	13,584,341
Lower Division	34,635		
Upper Division	25,707		
1988	86,163	152.08	13,104,000
Lower Division	34,801		
Upper Division	25,681		
1989	88,047	151.12	13,305,300
Lower Division	35,827		
Upper Division	26,110		
1990	88,830	190.25	16,900,000
Lower Division	35,138		
Upper Division	26,846		
1991	90,931	187.81	17,077,700
Lower Division	35,123		
Upper Division	27,904		
1992	91,526	176.77	16,178,900 **
Lower Division	34,434		
Upper Division	28,546		
1993	91,903	181.66	16,695,300
Lower Division	34,473		
Upper Division	28,715		

* Total FTE enrollments reflect the statutory double weighting of upper division students.
** Excludes $516,400 reserved pursuant to the Emergency Budget Act.

Source: IBHE Records

Table 18

ILLINOIS FINANCIAL ASSISTANCE ACT (IFAA) ALLOCATIONS AS A PERCENT OF INSTRUCTIONAL AND TOTAL EXPENDITURES FISCAL YEAR 1991

(in thousands of dollars)

Institution/Location	FY1991 IFAA Allocation	FY1991 Instructional Expenditures	IFAA as a % of Instructional Expenditures	FY1991 Total Expenditures	IFAA as a % of Total Expenditures
Augustana College-Rock Island	$536.8	$9,275.0	5.8 %	$33,118.6	1.6 %
Aurora University-Aurora	291.2	5,173.3	5.6	17,428.8	1.7
Barat College-Lake Forest	119.5	1,774.2	6.7	7,230.1	1.7
Blackburn College-Carlinville	80.4	1,581.8	5.1	6,084.7	1.3
Blessing Reiman Coll. of Nursing-Quincy	10.2	375.0	2.7	815.6	1.2
Bradley University-Peoria	997.6	17,796.9	5.6	70,271.5	1.4
College of St. Francis-Joliet	305.7	5,348.6	5.7	15,185.0	2.0
Columbia College-Chicago	1,154.9	13,665.8	8.5	46,142.0	2.5
Concordia University-River Forest	140.8	4,232.1	3.3	17,095.5	0.8
DePaul University-Chicago	1,654.1	40,838.7	4.1	128,804.5	1.3
Dr. Scholl College of Podiatric Medicine	10.5	3,085.5	0.3	8,136.9	0.1
East-West University-Chicago	39.5	474.2	8.3	2,107.4	1.9
Elmhurst College - Elmhurst	662.0	7,337.1	9.0	24,304.2	2.7
Eureka College-Eureka	105.2	1,537.1	6.8	7,971.5	1.3
Greenville College-Greenville	106.5	2,699.6	3.9	11,390.7	0.9
Illinois Benedictine College-Lisle	345.2	5,219.2	6.6	19,355.5	1.8
Illinois College of Optometry-Chicago	55.0	3,358.0	1.6	12,318.2	0.4
Illinois College-Jacksonville	212.3	2,406.9	8.8	13,116.9	1.6
Illinois Institute of Technology-Chicago	451.4	23,231.9	1.9	81,769.2	0.6
Illinois Wesleyan University-Bloomington	389.2	8,257.5	4.7	31,267.2	1.2
Industrial Engineering College-Chicago	9.4	61.7	15.3	141.1	6.7
Judson College-Elgin	90.2	1,474.6	6.1	8,612.9	1.0
KAES College - Chicago	29.0	94.0	30.8	1,016.0	2.9
Knox College-Galesburg	147.9	5,609.5	2.6	19,789.8	0.7
Lake Forest College-Lake Forest	103.9	7,200.4	1.4	22,187.2	0.5
Lakeview College of Nursing-Danville	12.2	306.0	4.0	732.6	1.7
Lewis University-Romeoville	616.2	7,695.5	8.0	26,975.2	2.3
Lexington Institute-Chicago	5.6	54.0	10.5	290.8	1.9
Lincoln College-Lincoln	179.4	1,786.6	10.0	12,698.2	1.4
Loyola University of Chicago-Chicago	1,701.3	61,298.6	2.8	561,763.1	0.3
MacCormac Junior College-Chicago	76.0	657.4	11.6	2,282.7	3.3
MacMurray College-Jacksonville	212.7	3,630.7	5.9	12,407.4	1.7
Mallinckrodt College - Wilmette	27.5	127.1	21.6	431.7	6.4
McKendree College-Lebanon	181.3	3,104.7	5.8	11,337.4	1.6
Mennonite College of Nursing-Bloomington	40.3	350.3	11.5	2,380.1	1.7
Millikin University - Decatur	480.3	6,683.4	7.2	29,312.0	1.6
Monmouth College - Monmouth	141.5	3,156.3	4.5	14,889.2	1.0
Montay College (Felician)-Chicago	38.3	591.0	6.5	2,139.5	1.8
Morrison Inst of Technology-Morrison	33.9	229.5	14.8	1,367.2	2.5
Mundelein College - Chicago	175.6	2,390.7	7.3	13,022.3	1.3
NAES-Chicago	16.8	150.3	11.1	484.8	3.5
National College of Chiropractic-Lombard	68.5	3,343.2	2.0	14,210.8	0.5
National-Louis University-Evanston	534.2	14,724.0	3.6	52,417.1	1.0
North Central College-Naperville	346.3	6,517.7	5.3	25,385.6	1.4
North Park College-Chicago	120.7	3,329.9	3.6	18,571.7	0.6
Northwestern University-Evanston	753.5	237,645.9	0.3	607,815.7	0.1
Olivet Nazarene University-Kankakee	183.0	4,502.7	4.1	17,407.6	1.1
Parks College of St. Louis University-Cahokia	109.9	5,861.5	1.9	10,613.9	1.0
Quincy College - Quincy	221.0	2,824.9	7.8	14,793.6	1.5
Robert Morris College-Springfield	306.8	2,519.3	12.2	19,424.1	1.6
Rockford College-Rockford	231.3	3,243.8	7.1	15,067.8	1.5
Roosevelt University - Chicago	591.8	15,816.3	3.7	36,903.5	1.6

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Table 18 (Continued)

ILLINOIS FINANCIAL ASSISTANCE ACT (IFAA) ALLOCATIONS AS A PERCENT OF INSTRUCTIONAL AND TOTAL EXPENDITURES FISCAL YEAR 1991

(in thousands of dollars)

Institution/Location	FY1991 IFAA Allocation	FY1991 Instructional Expenditures	IFAA as a % of Instructional Expenditures	FY1991 Total Expenditures	IFAA as a % of Total Expenditures
Rosary College-River Forest	212.5	4,976.8	4.3	15,795.6	1.3
Rush University-Chicago	42.5	13,351.1	0.3	637,513.5	—
Saint Anthony Medical Center-Rockford	10.5	491.3	2.1	585.5	1.8
Saint Augustine College-Chicago	167.9	1,194.5	14.1	10,823.6	1.6
Saint Francis Medical Center-Peoria	37.3	690.8	5.4	1,789.0	2.1
Saint Joseph College of Nursing-Joliet	34.4	442.0	7.8	1,204.2	2.9
Saint Xavier University-Chicago	408.6	7,656.8	5.3	25,859.1	1.6
Shimer College-Waukegan	11.1	399.4	2.8	1,194.4	0.9
Spertus College of Judaica – Chicago	1.3	453.9	0.3	2,816.9	—
Springfield College in Illinois-Springfield	43.9	533.8	8.2	1,738.4	2.5
Trinity Christian College-Palos Heights	78.3	2,685.8	2.9	7,761.0	1.0
University of Chicago-Chicago	242.4	260,369.0	0.1	1,014,244.0	—
Total	$16,745.0	$857,895.1	2.0 %	$3,852,111.8	0.4 %

Note: includes only those institutions reporting FY1991 expenditure data.

Source: 1991 IPEDS Finance Survey and IBHE records